

ABE Reading Standards

Utah Adult Education

**Reading Strands,
Standards and Examples
for Use in
Local Programs**

**Utah State Office of Education
Adult Education Services
2010**

USOE—ADULT EDUCATION

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Ohio Adult Education Standards for Reading

Utah State Office of Education Language Arts Reading Standards K-8 and 8-12

U. S. Department of Education's Standards Web Site

National Reporting System

Utah Adult Education Belief Statement and Purpose of Strands and Standards

Utah Adult Education ABE Belief Statement and Purpose of Standards

Adult education programs empower adults who are at less than a post-secondary level or who have limited English proficiency to become literate. Programs assist adults in acquiring skills and knowledge that lead to further education, future employment, and personal success.

Utah Adult Education Reading Strands and Standards

The ability to communicate effectively is essential for success in our society. To become literate citizens in the twenty-first century, adult learners need to be able to apply reading skills in contextualized and purposeful ways.

Strands

The Utah Reading Strands are **Decoding, Vocabulary, Comprehension and Fluency**. Each strand has a list of standards and benchmarks to help simplify the complex task of teaching reading.

Standards

Standards are the goals that are the necessary components needed for mastery of a strand.

Benchmarks

Benchmarks are measurable outcomes that a student needs to know and demonstrate to learn concepts and skills. Included are sample exercises, explanations, web resources, and sample lesson plans to help plan and appropriately teach each of the benchmarks.

Much of the research on teaching reading comes from the K-12 arena. The Utah State Office of Education Reading Standards (K-12) are comprehensive and can be referred to as you prepare to teach reading (www.schools.utah.gov/adultded).

At this time, the latest research and resource for teaching adults to read was published in 2005 by the National Institute for Literacy, and is entitled *Applying Research in Reading Instruction for Adults: First Steps For Teachers*. This publication was the result of a partnership called *The Partnership for Reading* that was a collaborative effort of several institutions, including the U.S. Department of Education. The book summarizes basic principles of educational research and suggests general approaches for applying research principles in working with adult learners. It can be found at <http://www.nifl.gov/publications/pdf/applyingresearch.pdf>.

Not all teachers are experts in the methodologies of teaching reading. The strands, standards and resources included in this document are easy to understand.

The Purpose of Establishing Standards for Utah Adult Education

Purpose:

- To build a sustainable curriculum framework and accountability system in Utah adult education.
- To ensure high levels of achievement for all adult learners.
- To prepare adult learners to function effectively in the family, community and workplace.
- To maximize the effectiveness of information and data from adult education to stakeholders.
- To increase capacity of adult educators through coordinated, effective practices and professional development.
- To provide a strong foundation for effective delivery of services to all adult learners.
- To offer benchmarks for learning.
- To set expectations and accountability for both the student and the program.
- To establish and maintain program credibility.

Individualized Instruction or Generalized Instruction?

In current practice, like most states, Utah adult education instruction provides learning activities aimed for multi-level classrooms. Many states have recognized that generalized instruction to meet general needs of students is not the design or approach necessary to meet individual students' needs.

In most of the adult literacy classrooms they observed, Beder and Medina (2001) found "little evidence of teachers systematically assessing learners' needs or evaluating whether instruction met individual or group needs."

Adults have a wide variety of learning needs. Finding ways to meet the reading needs of adults with multi-capabilities in reading is a challenge. To better evaluate and identify those with challenges in reading, reading assessment and individualized instruction can make a difference. Changing teaching strategies, classroom management, and activity planning, as well as varying the length or number of times a student meets for individualized instruction, are options for better meeting the needs of an adult with a low or basic skill level in reading.

Strands and Standards

The purpose of the reading **Strands and Standards** is to provide a strong foundation for effective delivery of services to all adult learners. Consistent content and performance across the state are needed for standardization and quality of curriculum.

Standards-based education makes for quality programming in the following ways.

- Content standards define what should be taught and assessed.
- Standards are the foundation for high-quality programs.
- Standards-based education is a system that links standards, assessments and instructional delivery.
- Standards provide a strong foundation for effective delivery of services to all adult learners.
- Standards provide benchmarks for student learning and program performance.
- Standards improve accountability of outcomes and reporting.
- Standards improve the quality of curriculum and professional development.

Students need to understand what they know (where they are in relation to the expectation), what the expectation is, what they need to do, and what they are going to be assessed on.

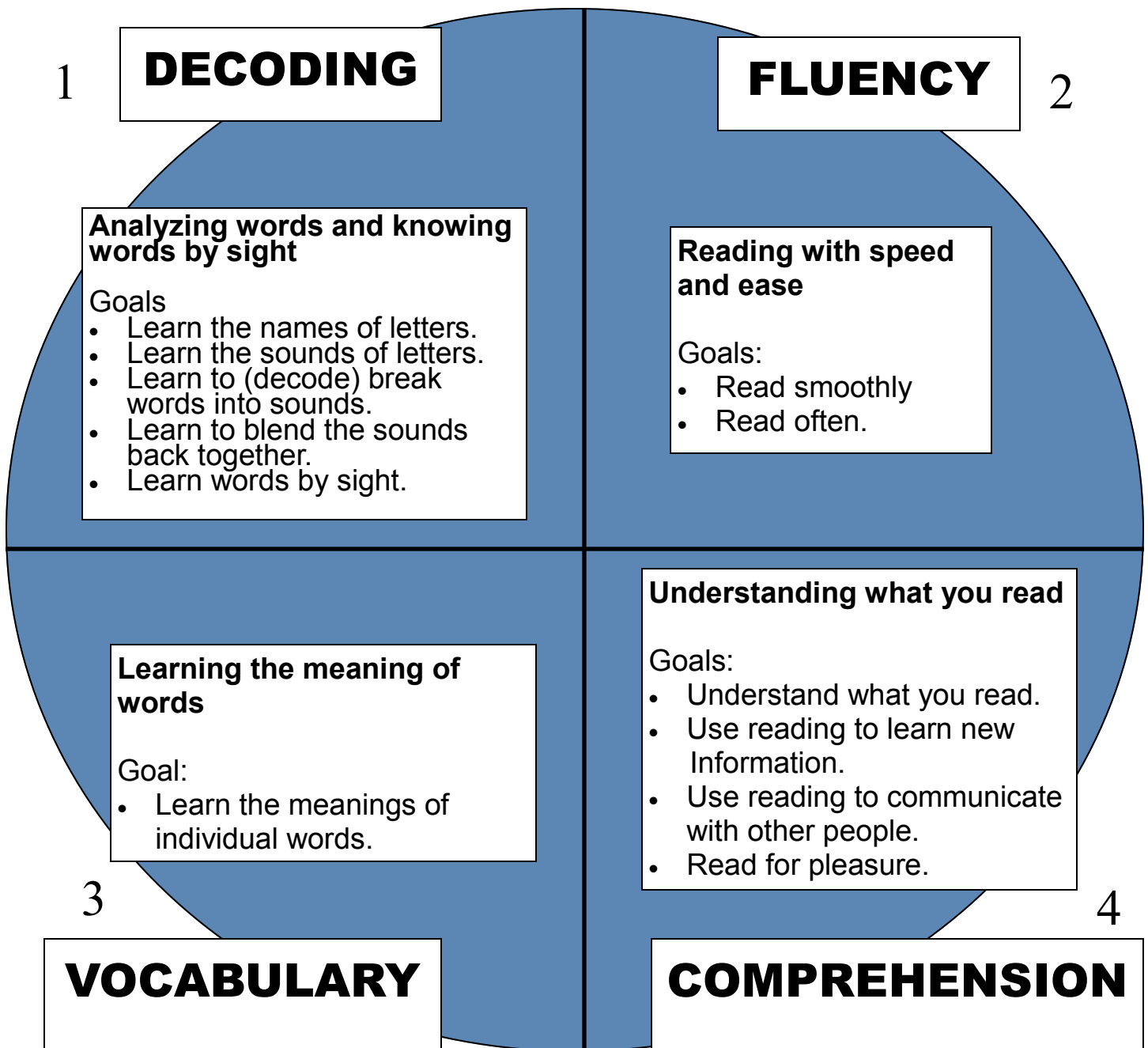
Programs can evaluate at what level a student is proficient and what interventions are needed, and if what was taught had any effect or resulted in an improved outcome.

To evaluate proficiency follow the following steps:

Define performance or what constitutes proficient.	Define what is needed (the intervention).	Determine the outcome. Has there been improvement?
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Strands and Standards

Four Reading Strands and the Standards for Each Strand



This chart list the four strands and standards ,or goals, that a student needs to know and demonstrate to learn the concept and skill to be a fluent reader. The skills needed in each strand influence proficiency in each of the other strands.

Framework and Explanation

FRAMEWORK AND EXPLANATION

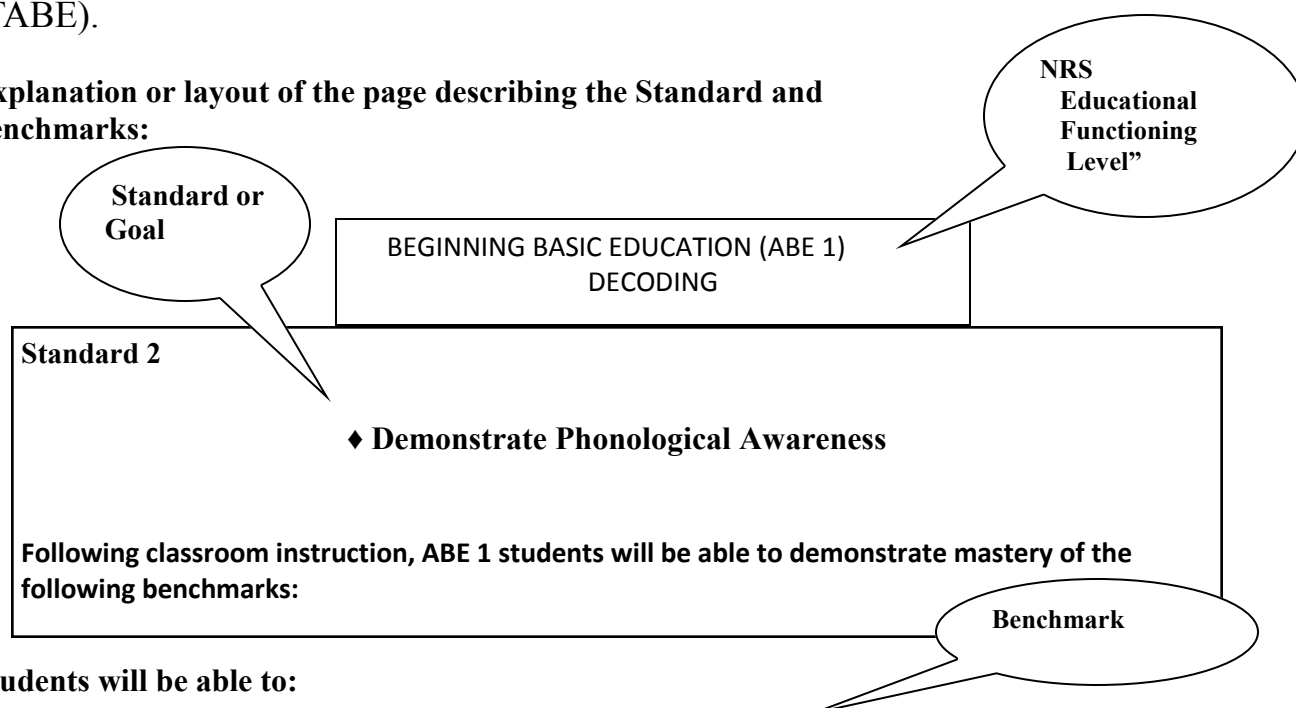
The Adult Basic Education (ABE) reading standards are simple to use and understand. In the following pages, each standard has the Entering Functioning Level (EFL) name and abbreviation at the top of the page. This is a National Reporting System end-of-level skill proficiency descriptor. It is an important identifier determined by a pre-test. The Entering Functioning Level is the student's academic grade level.

Utah uses the Test of Adult Basic Education (TABE) to determine a student's EFL. This test is correlated to the National Reporting System (NRS). Each level describes reading competencies that adult students should demonstrate. These are listed side by side with the Utah Reading Standards for each ABE level (Tab 10 in this guide).

The Standards are divided into four ABE levels as defined by the National Reporting System—ABE 1, ABE 2, ABE 3 and ABE 4.

Students in the ABE 1-4 reading levels are essentially functioning below a fifth grade reading level and are in need of basic skills to improve their reading fluency and comprehension. Progression by level is measured by the Test of Adult Basic Education (TABE).

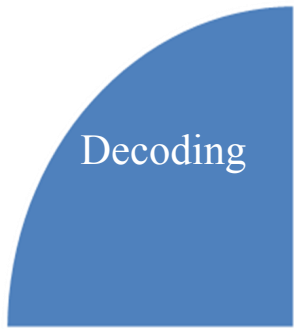
Explanation or layout of the page describing the Standard and benchmarks:



Students will be able to:

D.1.2.1 Orally produce at least one sound for each consonant letter of the alphabet.

**D– Strand—Decoding
1– ABE 1 Level
2– Second standard
1– First benchmark**



STRAND: DECODING

Strand 1: Decoding—Decoding is composed of three separate sets of skills and strategies: phonemic awareness, phonics, and word analysis.

- ◆ Phonemic awareness is the ability to recognize and manipulate individual speech sounds within a word.
- ◆ Phonics is the accurate application of letter-sound knowledge needed to read or to spell unfamiliar words.
- ◆ Word analysis is a set of skills that help us read or spell unfamiliar words through examination of the words' parts, such as the affixes, syllables, and other internal configurations or roots.

Students will demonstrate mastery of decoding skills using kinesthetic/tactile, visual, written, verbal, and auditory methods.

The standards are:

- 1—Demonstrate knowledge of elements of print within a text.
- 2—Demonstrate phonological awareness.
- 3—Demonstrate understanding of the relationship between letters and sounds.

BEGINNING ABE LITERACY (ABE 1)

DECODING

Standard 1

◆ Demonstrate Elements of Print Within a Text

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

D.1.1.1 Orally identify all upper-and lower-case letters of the alphabet.

D.1.1.2 Match lower-case letters to corresponding upper-case letters.

D.1.1.3 Recite all letters of the alphabet in order.

D.1.1.4 Write all letters of the alphabet.

D.1.1.5 Find words in a list using knowledge of alphabetical order.

D.1.1.6 Copy words (or sentences) with accuracy.

D.1.1.7 Count the number of words in a sentence.

D.1.1.8 Orally identify and create a series of rhyming words (e.g., cat, bat, sat).

D.1.1.9 Identify words beginning with the same initial sound in an alliterative phrase or sentence (e.g., Six snakes sold snacks and sodas).

D.1.1.10 Identify the word that does not rhyme in a series of words (e.g., bat, cat, sat, pig).

BEGINNING ABE LITERACY (ABE 1)

DECODING

Standard 2

◆ Demonstrate Phonological Awareness

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- D.1.2.1 Orally produce at least one sound for each consonant letter of the alphabet.
- D.1.2.2 Orally produce long and short sounds for the vowels a, e, i, o, and u.
- D.1.2.3 Identify words with same beginning consonant sounds (e.g., man, sat, sick) and ending consonant sounds (e.g., man, sat, ten) in a series of words.
- D.1.2.4 Identify words with same medial sounds in a series of words (e.g., long vowel sound: take, late, feet; short vowel sound: top, cat, pan; middle consonant sound: kitten, missing, lesson).
- D.1.2.5 Identify and read words containing consonant blends (e.g., fr, bl, cl, dr, sw, sm, sn) and consonant digraphs (e.g., th, sh, ch).
- D.1.2.6 Blend individual phonemes to make words (e.g., /s/.../a/.../t/, sat).
- D.1.2.7 Blend onset and rhyme to make words (e.g., /s/.../a/.../t/, sat).
- D.1.2.8 Blend syllables to make words (e.g., /ta/.../ble/, table).
- D.1.2.9 Segment words into individual phonemes (e.g., sat, /s/.../a/.../t/).
- D.1.2.10 Segment words into onset and rhyme (e.g., pan, /p/.../an/).
- D.1.2.11 Segment words into syllables (e.g., table, /ta/.../ble/).
- D.1.2.12 Substitute initial and final sound (e.g., replace first sound in mat to /s/, say sat; replace last sound in mat with /p/, say map).
- D.1.2.13 Substitute vowels in words (e.g., replace middle sound in map to /o/, say mop).
- D.1.2.14 Delete syllable in words (e.g., say baker without the /ba/, say ker).
- D.1.2.15 Delete initial and final sounds in words (e.g., say sun without the /s/, say un; say hit without the /t/, say hi).
- D.1.2.16 Delete initial phoneme and final phoneme in blends (e.g., say step without the /s/, say tep; say best without the /t/, say bes).

BEGINNING ABE LITERACY (ABE 1)

DECODING

Standard 3

♦ Demonstrate Understanding of the Relationship Between Letters and Sounds

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

D.1.3.1 Write letters to represent spoken sounds of all letters of the alphabet in random order.

D.1.3.2 Identify and pronounce sounds for consonants, consonant blends (e.g., br, st, fl) and consonant digraphs (e.g., ch, sh, wh, th) accurately in words.

D.1.3.3 Identify and pronounce sounds for short and long vowels, using vowel (v) and consonant (c) patterns (e.g., vc, cvc, cvvc, cvc-silent e).

vc	at, in, up, Ed, on
cvc	cat, hit, hot, bed, sun
cvvc	boat, wait, read, meet
cvc-silent e	lake, bike, cute, hope, here

D.1.3.4 Identify and pronounce vowel digraphs (e.g., ea, ie, oo, ow, ou) accurately in words.

ea	bread, head, dead
ie	field, piece, yield
oo	look, foot, boom
oo	food, moon, room
ow	now, how, brown
ou	out, house, mouth

BEGINNING ABE LITERACY (ABE 1)

DECODING

Standard 3 (continued)

◆ Demonstrate the Understanding of the Relationship Between Letters and Sounds

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

D.1.3.5 Identify and pronounce sounds for r-controlled vowels accurately in one-syllable words (e.g., ar, or, er, ir, ur, ear).

ar	car, star, far
or	fort, or, horn
er	Bert, fern, worker
ir	sir, bird, girl
ur	fur, burn, curl
ear	learn, heard, pearl

D.1.3.6 Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words (e.g., /g/.../oa/.../t/, goat).

D.1.3.7 Identify and read common contractions (e.g., can't, won't, he's) and compound words (e.g., fireman, bookstore, grandmother).

D.1.3.8 Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in one-syllable words (e.g., tree, piece, eat, he).

D.1.3.9 Use knowledge of root words and suffixes to decode words (i.e., -ful, -ly, -er -ing, -ed).

D.1.3.10 Use letter patterns to decode words (e.g., phonograms/word families/onset and rime; -ack, -ail, -ake).

D.1.3.11 Write sounds heard in words in the correct order.

DECODING—ABE 1

Standard	Sample Activities
1. Demonstrate knowledge of elements of print within a given text.	<ul style="list-style-type: none"> ◆ Recognize letters in family members' names. ◆ Match letter flashcards or tiles with lower-case letters corresponding to the correct upper-case letters. ◆ Read and write letters in upper and lower case in random order. ◆ Sing the ABC song while pointing to or writing the letters. ◆ Copy common household words (e.g., door, wall, TV, pot, sink). ◆ Use flash cards to copy words or create sentences. ◆ Listen to dictated words then find the word on a flashcard and copy it to paper. ◆ Show picture then select word flashcard and copy the word.
2. Demonstrate phonological awareness.	<ul style="list-style-type: none"> ◆ Listen to single syllable rhyming words and generate additional words. ◆ Use word families (e.g., cat, hat, mat) for practice. ◆ Decode rhyming words in familiar songs using consonant and vowel sound relationships (include Star Spangled Banner, My Country 'Tis of Thee, and Pledge of Allegiance).
3. Demonstrate understanding of the relationship between letters and sounds.	<ul style="list-style-type: none"> ◆ Use QUICK-WORD® handbooks to look up words and write sentences, paragraphs and short stories. <p>http://www.curriculumassociates.com/products/detail.asp?title=QWoverview</p>

BEGINNING BASIC EDUCATION (ABE 2)

DECODING

Standard 1

◆ Demonstrate Knowledge of Elements of Print Within a Text

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

D.2.1.1 Address ABE 1 standards as needed.

BEGINNING BASIC EDUCATION (ABE 2) DECODING

Standard 2

◆ Demonstrate Phonological Awareness

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

D.2.2.1 Address ABE 1 standards as needed.

D.2.2.2 Segment multi-syllabic words into syllables (e.g., interesting /in/.../ter/.../est/.../ing/, national /na/.../tion/.../al/).

BEGINNING BASIC EDUCATION (ABE 2) DECODING

Standard 3

◆ Demonstrate an Understanding of the Relationship Between Letters and Sounds

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

D.2.3.1 Address ABE 1 standards as needed.

D.2.3.2 Identify, pronounce and spell words containing silent consonants (e.g., write, know, psychology, gnat, ghost)

D.2.3.3 Identify, pronounce and spell words containing -ough patterns (e.g., through, enough, cough, dough).

DECODING—ABE 2

Standard	Sample Activities
1. Demonstrate knowledge of elements of print within a given text.	<ul style="list-style-type: none"> ♦ Practice syllable chunking, orally divide the word and pronounce the word in syllables. ♦ Use spelling lists; give spelling tests. (http://www.spellingcity.com)
2. Demonstrate phonological awareness.	<ul style="list-style-type: none"> ♦ Read words on medicine and cleaning products. ♦ Practice reading content area words (e.g., microbiology, escalator, satellite, Nicaragua).
3. Demonstrate understanding of the relationship between letters and sounds.	<ul style="list-style-type: none"> ♦ Play simple word games, such as Scrabble®, Boggle®, and Scrabble Slam®. ♦ Complete crossword puzzles. (http://www.qualint.com/wsdownload.html) (http://bestforpuzzles.com/help/dictionary.html)

LOW INTERMEDIATE BASIC EDUCATION (ABE 3) DECODING

Standard 1

♦ Demonstrate Knowledge of Elements of Print Within a Text

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- D.3.1.1 Students will demonstrate decoding skills. If there are concerns, address standards of ABE 1 and ABE 2 as needed.

LOW INTERMEDIATE BASIC EDUCATION (ABE 3) DECODING

Standard 2

◆ **Demonstrate Phonological Awareness**

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

D.3.2.1 Students will demonstrate decoding skills. If there are concerns, address standards of ABE 1 and ABE 2 as needed.

LOW INTERMEDIATE BASIC EDUCATION (ABE 3)

DECODING

Standard 3

◆ **Demonstrate Understanding of the Relationship Between Letters and Sounds**

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- D.3.3.1 Students will demonstrate decoding skills. If there are concerns, address standards of ABE 1 and ABE 2 as needed.

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4)

DECODING

Standard 1

♦ Demonstrate Knowledge of Elements of Print Within a Text

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- D.4.1.1 Students will demonstrate decoding skills. If there are concerns, address standards of ABE 1 and ABE 2 as needed.

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4)

DECODING

Standard 2

◆ Demonstrate Phonological Awareness

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- D.4.2.1 Students will demonstrate decoding skills. If there are concerns, address standards of ABE 1 and ABE 2 as needed.

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4)

DECODING

Standard 3

◆ Demonstrate Understanding of the Relationship Between Letters and Sounds

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

D.4.3.1 Students will demonstrate decoding skills. If there are concerns, address standards of ABE 1 and ABE 2 as needed.



STRAND - FLUENCY

Strand 2 Fluency—Fluency is the ability to read words in any text with accuracy, speed and proper expression. Fluent readers can identify words. Basic comprehension is required for fluency.

The standards are:

- 1—Read common sight words with automaticity.
- 2—Reads grade level text with appropriate speed, accuracy, and expression.

BEGINNING ABE LITERACY (ABE 1) FLUENCY

Standard 1

♦ Read Common Sight Words with Automaticity

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

F.1.1.1 Read sight words with 100% accuracy.

BEGINNING ABE LITERACY (ABE 1) FLUENCY

Standard 2

♦ Read Grade Level Text with Appropriate Speed, Accuracy, and Expression

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- F.1.2.1 Read first grade level texts with phrasing at 60 words per minute with 95 – 100% accuracy.
- F.1.2.2 Read with appropriate expression at 60 words per minute with 95 – 100% accuracy.
- F.1.2.3 Read with attention to punctuation at 60 words per minute with 95 – 100% accuracy.

FLUENCY—ABE 1

Standard	Sample Activities
<p>1. Read common sight words with automaticity.</p>	<p>See Dolch lists 1, 2 and 3 or 300 Most Common Words lists at end of Fluency section.</p> <ul style="list-style-type: none"> ◆ Practice sight words using flashcards in pairs/group. ◆ Have student make his/her own set of sight word flashcards. ◆ Create individualized sets of flashcards for students. As students practice, mark the cards with a star when correct, and an x when incorrect. The student will see over time which words need more attention. ◆ Flashcard Timing Challenge: Use a timer to find out how many sight words a student can read in one minute. Graph the student's progress over time. ◆ Eraser Words: Write 15-20 sight words on the board. Two students come to the board and hold erasers. Other students in the group say a word, and the students at the board find and erase the word. ◆ Use sight words as spelling words.
<p>2. Read 1st grade level texts with appropriate speed, accuracy and expression.</p>	<p>Find first grade level texts. Borrow books from elementary schools, coordinate a book drive for donations and/or purchase new books. Look for books at library book sales, school warehouses, and Literacy Volunteers of America (http://www.voaut.org/)</p> <ul style="list-style-type: none"> ◆ Timing Challenge: Have students read a passage. Record errors and graph progress over time. ◆ Record students as they read. Students listen for their own speed, accuracy and expression. ◆ Practice Readers' Theatre (radio play) (http://thinkfinity.org) (http://www.teachingheart.net/readerstheater.htm) ◆ Choral read poetry. Jack Prelutsky is one source for appropriate, simple and fun poems. See: (http://teacher.scholastic.com/writewit/poetry/jack_home.htm) (http://www.poetryfoundation.org/archive/poet.html?id=81900) ◆ Paired reading. Students practice in pairs to read passages fluently.

BEGINNING BASIC EDUCATION (ABE 2) FLUENCY

Standard 1

◆ Read Common Sight Words with Automaticity

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

4.2.1 Read sight words with 100% accuracy.

BEGINNING ABE LITERACY (ABE 2) FLUENCY

Standard 2

◆ Read Grade Level Text with Appropriate Speed, Accuracy, and Expression

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

F.2.2.1 Read third grade level texts with phrasing at 60-100 words per minute with 95-100% accuracy.

F.2.2.2 Read third grade level texts with appropriate expression at 60-100 words per minute with 95-100% accuracy.

F.2.2.3 Read third grade level texts with attention to punctuation at 60-100 words per minute with 95-100% accuracy.

FLUENCY— ABE 2

Standard	Sample Activities
1. Read common sight words with Automaticity.	<p>See Dolch lists 4, 5 and 6 or 300 Most Common Words lists at end of this Fluency section.</p> <ul style="list-style-type: none">♦ Practice sight words using flashcards in pairs/group.♦ Have student make his/her own set of sight word flashcards.♦ Create individualized sets of flashcards for a students. As students practice, mark the cards with a star when correct, and an x when incorrect. The student will see over time which words need more attention.♦ Flashcard Timing Challenge: Use a timer to find out how many sight words a student can read in one minute. Graph the progress over time.♦ Eraser Words: Write 15-20 sight words on the board. Two students come to the board and hold erasers. Other students in the group say a word, and the students at the board find and erase the word.♦ Use sight words as spelling words
2. Read 3rd grade level text with appropriate speed, accuracy and expression.	<p>Find third grade level texts. Borrow books from elementary schools, coordinate a book drive for donations and/or purchase new books. Look for books at library book sales, school warehouses, and Literacy Volunteers of America (http://www.voaut.org/)</p> <ul style="list-style-type: none">♦ Timing Challenge: Have a student read a passage. Record errors and graph over time.♦ Record students as they read. Students listen for their own speed, accuracy and expression.♦ Practice Readers' Theatre (radio play) (http://thinkfinity.org) (http://www.teachingheart.net/readers theater.htm)♦ Choral read poetry. Jack Prelutsky is one source for appropriate, simple and fun poems. See: (http://teacher.scholastic.com/writewit/poetry/jack_home.htm) (http://www.poetryfoundation.org/archive/poet.html?id=81900)♦ Paired reading. Students practice in pairs to read a passage fluently.

LOW INTERMEDIATE BASIC EDUCATION (ABE 3) FLUENCY

Standard 1

◆ Read Common Sight Words with Automaticity

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

F.3.1.1 Demonstrate mastery of all sight words with 100% accuracy. If there are concerns, address ABE 1 and 2 standards as needed.

LOW INTERMEDIATE BASIC EDUCATION (ABE 3) FLUENCY

Standard 2

◆ Read Grade Level Text with Appropriate Speed, Accuracy, and Expression

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- F.3.2.1 Read fifth grade level texts with appropriate expression at 120 –150 words per minute with 95-100% accuracy.
- F.3.2.2 Read fifth grade level texts with phrasing and attention to punctuation at 120-150 words per minute with 95-100% accuracy.

FLUENCY—ABE 3

Standard	Sample Activities
1. Read common sight words with automaticity.	See Sample Activities for ABE 1 and ABE 2.
2. Read 5th grade level text with appropriate speed, accuracy and expression.	<p>Find fifth grade level texts. Borrow books from elementary schools, coordinate a book drive for donations and/or purchase new books. Look for books at library book sales, school warehouses, and Literacy Volunteers of America (http://www.voaut.org/)</p> <ul style="list-style-type: none">♦ Timing Challenge: Have a student read a passage. Record errors and progression over time.♦ Record students as they read. Students listen for their own speed, accuracy and expression.♦ Practice Readers' Theatre (radio play) (http://thinkfinity.org) (http://www.teachingheart.net/readerstheater.htm)♦ Choral read poetry. Start using classic poetry, such as "The Road Not Taken," "Oh, Captain, My Captain," and "Stopping by the Woods on a Snowy Evening."♦ Paired reading. Students practice in pairs reading passages fluently.

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4) FLUENCY

Standard 1

◆ Read Common Sight Words with Automaticity

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- F.4.1.1 Demonstrate mastery of all sight words with 100% accuracy. If there are concerns, address ABE 1 and 2 standards as needed.

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4) FLUENCY

Standard 2

◆ Read Grade Level Text with Appropriate Speed, Accuracy, and Expression

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

F.4.2.1 Read seventh grade level texts with phrasing, appropriate expression, and attention to punctuation at 120-150 words per minute with 95-100% accuracy.

FLUENCY—ABE 4

Standard	Sample Activities
<p>1. Read common sight words with Automaticity.</p>	<p>See Sample Activities for ABE 1 and ABE 2.</p> <p>Read selected paragraphs to the student, modeling fluent reading. Read the paragraph accurately, quickly and with expression. Have the student read the same paragraph. Usually having a student read a text four times helps with automaticity.</p> <p>McShane, Susan..(2005). <i>Applying Research in Reading Instruction for Adults</i> NIFL (download PDF or HTML version at: www.nifl.gov/partnershipforreading)</p>
<p>2. Read 7th grade level texts with appropriate speed, accuracy and expression.</p>	<p>Find seventh grade level texts. Borrow books from elementary schools, coordinate a book drive for donations and/or purchase new books. Look for books at library book sales, school warehouses, and Literacy Volunteers of America (http://www.voaut.org/)</p> <ul style="list-style-type: none"> ♦ Timing Challenge: Have a student read a passage. Record errors and progress over time. ♦ Record students as they read. Students listen for their own speed, accuracy and expression. ♦ Practice Readers' Theatre (radio play). Examples of possible sources are <i>Read Magazine</i> (www. WeeklyReader.com), use real plays, or real radio plays (http://thinkfinity.org) (http://www.teachingheart.net/readerstheater.htm) ♦ Choral read poetry. Start using classic poetry, such as "The Road Not Taken," "Oh, Captain, My Captain," and "Stopping by the Woods on a Snowy Evening." ♦ Paired reading. Students practice in pairs to read a passage fluently.

High Frequency Words

FRY INSTANT WORDS

Frequency reordered

Year 2000

The Fry list of 600 words are the most frequently used words for reading and writing. The words are listed in rank order. High-frequency words are also called “sight words” because students must recognize them instantly or on sight. Word recognition skills are essential to gain reading fluency. Students should be able to read a list of 100 words in approximately 1 minute with at least 90% accuracy before moving on to the second 100 words.

Mastery of individual words is essential to fluency; however, the teacher must follow up with phrase and sentence reading. When words are used in meaningful context, fluency and comprehension are improved. Because of the high utility of the words in print, the words can also be used as basic spelling lists after the reading of the list is mastered.

First Hundred			
Group 1	Group 2	Group 3	Group 4
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	many
have	their	go	part
from	if	see	over

Second Hundred			
Group 5	Group 6	Group 7	Group 8
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	following	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	use	America
think	small	move	world
say	set	try	high

Third Hundred			
Group 9	Group 10	Group 11	Group 12
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	beginning	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	begin
head	group	without	leave
under	often	second	family
story	run	later	it's
saw	important	miss	afternoon

Fourth Hundred			
Group 13	Group 14	Group 15	Group 16
body	order	listen	farm
music	red	wind	pulled
color	door	rock	draw
stand	sure	space	voice
sun	become	covered	seen
questions	top	fast	cold
fish	ship	several	cried
area	across	hold	plan
mark	today	himself	notice
dog	during	toward	south
horse	short	five	sing
birds	better	step	war
problem	best	morning	ground
complete	however	passed	fall
foom	low	vowel	king
knew	hours	true	town
since	black	hundred	I'll
ever	products	against	unit
piece	happened	pattern	figure
told	whole	numeral	certain
usually	measure	table	field
didn't	remember	north	travel
friends	early	slowly	wood
easy	waves	money	fire
heard	reached	map	upon

Fifth Hundred			
Group 17	Group 18	Group 19	Group 20
done	decided	plane	filled
English	contain	system	heat
road	course	behind	full
half	surface	ran	hot
ten	produce	round	check
fly	building	boat	object
gave	ocean	game	am
box	class	force	rule
finally	note	brought	among
wait	nothing	understand	noun
correct	rest	warm	power
oh	carefully	common	cannot
quickly	scientists	bring	able
person	inside	explain	six
became	wheels	dry	size
shown	stay	though	dark
minutes	green	language	ball
strong	known	shape	material
verb	island	deep	special
stars	week	thousands	heavy
front	less	yes	fine
feel	machine	clear	pair
fact	base	equation	circle
inches	ago	yet	include
street	stood	government	built

Sixth Hundred			
Group 21	Group 22	Group 23	Group 24
can't	picked	legs	beside
matter	simple	sat	gone
square	cells	main	sky
syllables	paint	winter	glass
perhaps	mind	wide	million
bill	love	written	west
felt	cause	length	lay
suddenly	rain	reason	weather
test	exercise	kept	root
direction	eggs	interest	instruments
center	train	arms	meet
farmers	blue	brother	third
ready	wish	race	months
anything	drop	present	paragraph
divided	developed	beautiful	raised
general	window	store	represent
energy	difference	job	soft
subject	distance	edge	whether
Europe	heart	past	clothes
moon	sit	sign	flowers
region	sum	record	shall
return	summer	finished	teacher
believe	wall	discovered	held
dance	forest	wild	describe
members	probably	happy	drive

Standard Words Per Minute

Average rates for reading with understanding for students in Grades 2-12	
Grade equivalent	Standard words per minute
2.5	121
3.5	134
4.5	149
5.5	163
6.5	177
7.5	191
8.5	205
9.5	219
10.5	233
11.5	247
12.5	261
Source: Carver (1990). A standard word is six letter spaces including punctuation and spacing.	

Fluency ABE 4

Sample Activities

Anticipation Guide

The following are strategies used before reading to activate students' prior knowledge and evaluate how well students' understand the material read and to correct any misconceptions.

Steps:

- 1-Identify the major ideas presented in the assigned reading.
- 2-Identify what beliefs the student has about a topic.
- 3-Write general statements that challenge the student's belief.
- 4-Have students respond with either a positive or negative response to an assigned controversial passage.

Concept Sorts

The following are strategies used to introduce students to vocabulary of a new topic or book. Students' place words into different categories based on the meaning of each word.

Steps:

- 1-Introduce a book or topic to be read—*Example: Trees.*
- 2-Choose vocabulary terms—*Example: deciduous, evergreen, leaves, forest, water, branches, roots, bark, mountains, rainforest.*
- 3-Create and label the categories—*Example: parts of a tree, types of trees, where trees grow, what trees need to grow.*

Vocabulary Building

List six vocabulary words and include one that is a review from the previous day.

(Example) Find a sentence that matches for the word trout. Out of a list of 6 sentences, the match would be: "I caught a big speckled fish in the river yesterday. Then have them match the six vocabulary words to a list of 6 definitions. Then have the student write a sentence for each of the 6 vocabulary words.

Fluency ABE 4

Standard

Sample Activities

Fruyer Model

The Fruyer Model is a graphical organizer (see next page for visual) used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by:

- Essential Characteristics
- Describing its non-essential characteristics,
- Providing examples of the idea, and
- Offering non-examples of the idea.

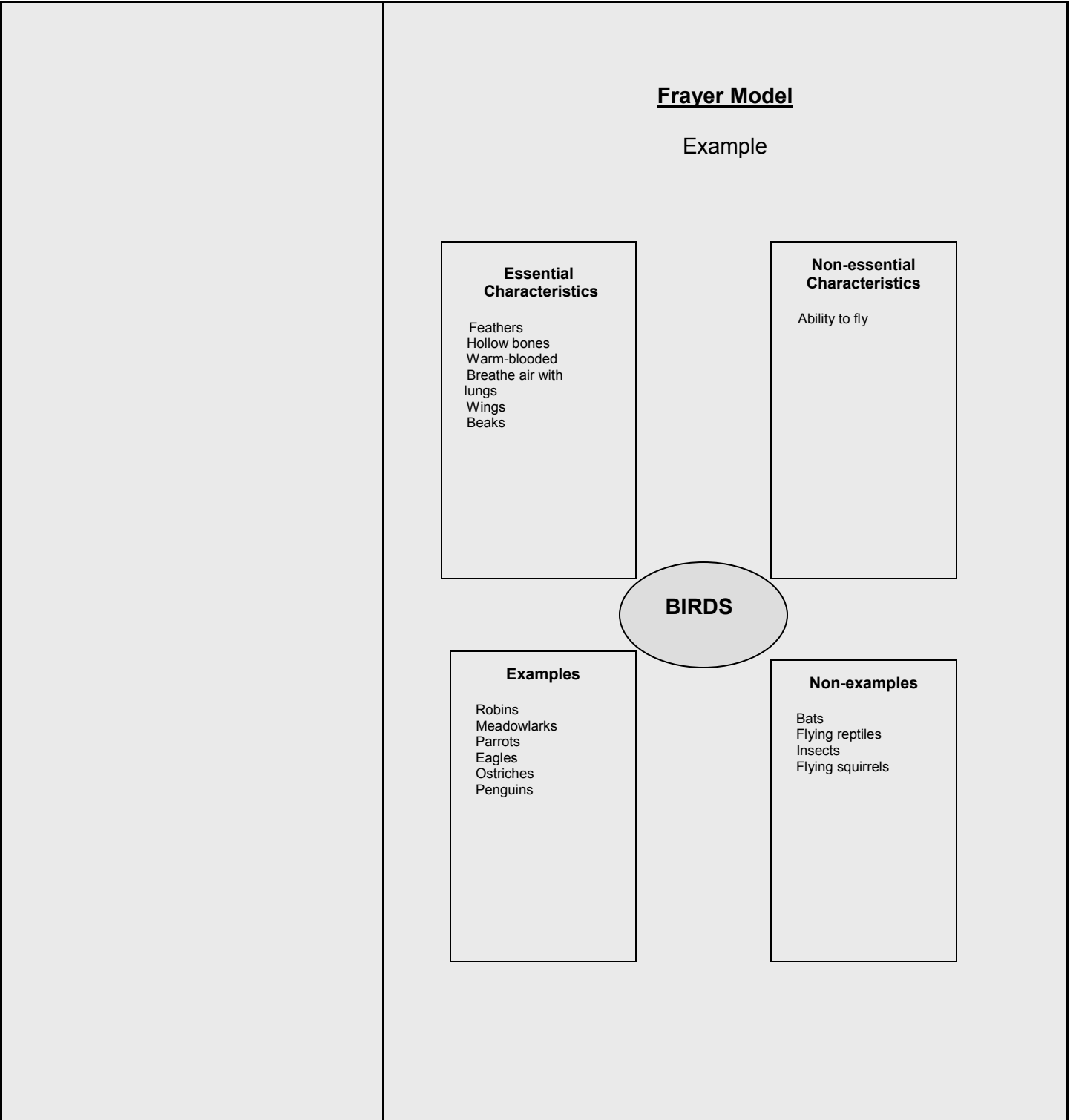
This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.

Steps to the Fruyer Model:

1. Explain the Fruyer model graphical organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
2. Select a list of key concepts from a reading selection. Write this list on the chalkboard and review it with the class before students read the selection.
3. Divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have the paired groups complete the four-square organizer for this concept.
 1. Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

Fluency ABE 4

Standard	Sample Activities
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Fluency ABE 4

Standard	Sample Activities										
	<p style="text-align: center;"><u>Mnemonics</u></p> <p>Mnemonics is instructional strategy designed to help students improve their memory through the use of visual and/or acoustic cues. This strategy relies on the use of keywords, rhyming words, or acronyms.</p> <p><u>Example:</u> Keyword The scientific term for common frogs is ranidae. Keyword ranidae would be rain and showing a picture of frogs hopping in the rain.</p> <p><u>Example:</u> Rhyming (using numbers)</p> <table border="0"> <tr> <td>One is bun</td><td>Two is shoe</td></tr> <tr> <td>Three is tree</td><td>Four is door</td></tr> <tr> <td>Five is hive</td><td>Six is sticks</td></tr> <tr> <td>Seven is heaven</td><td>Eight is gate</td></tr> <tr> <td>Nine is vine</td><td>Ten is hen</td></tr> </table> <p>This strategy helps students remember and associate information such as insects have six legs and spiders have eight by creating a picture of insects on sticks and another picture of a spider on a gate.</p> <p><u>Example:</u> Acronyms Acronyms using letters can help students recall names of the Great Lakes.</p> <p>H—Huron O—Ontario M—Michigan E—Erie S—Superior</p>	One is bun	Two is shoe	Three is tree	Four is door	Five is hive	Six is sticks	Seven is heaven	Eight is gate	Nine is vine	Ten is hen
One is bun	Two is shoe										
Three is tree	Four is door										
Five is hive	Six is sticks										
Seven is heaven	Eight is gate										
Nine is vine	Ten is hen										
	<p style="text-align: center;"><u>Possible Sentences</u></p> <p>Use this pre-reading vocabulary strategy to activate the students' prior knowledge about the content. Before reading, students are provided a short list of vocabulary words which they eventually use to create meaningful sentences.</p> <p><u>Example</u> Pair words together from a vocabulary list. Topic: <u>Sports</u></p> <table border="0"> <tr> <td>Tennis</td><td>Towels</td></tr> <tr> <td>Basketball</td><td>Shoes</td></tr> <tr> <td>Gym</td><td>Uniforms</td></tr> <tr> <td>Family</td><td>Showers</td></tr> </table> <p>(Tennis and basketball are sports, uniforms and shoes are what you wear, etc.)</p> <p>Write a sentence for each of the word pairs about the subject.</p> <ul style="list-style-type: none"> • My daughter likes to play tennis with her friends. • My son is on the basketball team at school. 	Tennis	Towels	Basketball	Shoes	Gym	Uniforms	Family	Showers		
Tennis	Towels										
Basketball	Shoes										
Gym	Uniforms										
Family	Showers										

Fluency ABE 4

Standard

Sample Activities

Semantic Feature Analysis

This strategy helps students understand the meaning of selected vocabulary words. Group vocabulary words into logical categories and analyze the completed matrix. As students read, have them place a “+” in the matrix when a vocabulary word aligns with a particular feature of the topic. If the word does not align, place a “-” in the grid. If students are unable to determine a relationship they may leave it blank. After completing the matrix, have students analyze their completed graphics by sharing their observations, discussing differing results and writing a summary of what they learned.

Example:

Concept: Dinosaurs

	Carnivore	Bi-pedal	Herbivore	Walks on 4 legs
Stegosaurus				
T-Rex	+	+	-	-
Apatosaurus				
Triceratops				
Diplodocus				
Brachiosaurus	-	-	+	+

Structured Note Taking

This strategy helps students become more effective note takers. Structured notes assist students in understanding the content of their reading.

Steps:

1. Review the text and create a graphic organizer (see tab 8) that matches the structure of the text.
2. Have students discuss their responses, focus on any questions where student answers differ.
3. Discuss how the graphic organizer was created and why the student chose a particular structure.
4. Information should be organized by:
 - a. cause—effect
 - b. proposition support
 - c. goal—action—outcome
 - d. compare—contrast
 - e. problem—solution
 - f. concept—definition

Fluency ABE 4

Standard	Sample Activities
	<p style="text-align: center;"><u>Structured Note taking</u> (continued)</p> <p>5-The most significant contribution of the _____ was _____.</p> <p>6-What might be your personal experience related to the reading?</p> <p>7-The author's motivation for writing the text was _____?</p>
	<p style="text-align: center;"><u>Selective Highlighting</u></p> <p>Selective Highlighting is used to help students organize what they have read by selecting what is important. This teaches students to highlight/underline ONLY the keywords, phrases, vocabulary, and ideas that are pertinent to understanding the reading.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1– Read the selection first. 2– Highlight only the facts which are important, not the entire sentence. 3– Use the highlighted section and write a summary paragraph. 4– Use different color highlighters to differentiate between ideas and details.

Strand 3 Vocabulary— Vocabulary is learned through exposure to a wide variety of context and through word analysis. An integrated model of instruction that uses realistic visuals and graphics built on prior or new knowledge enhances the development of meaning and understanding of words and text.

The standards are:

- 1—Learn new vocabulary through listening and reading a wide variety of materials.
- 2—Use structural reading analysis and context clues to determine the meaning of words.

BEGINNING ABE LITERACY (ABE1) VOCABULARY

Standard 1

♦ Learn New Vocabulary Through Listening and Reading a Wide Variety of Materials

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

V.1.1.1 Read a wide variety of materials containing new vocabulary and relate them to known words.

V.1.1.2 Demonstrate the use of new vocabulary words after listening, reading, and discussing a variety of genres.

V.1.1.3 Locate and read specific words in a dictionary using guide words.

BEGINNING ABE LITERACY (ABE1) VOCABULARY

Standard 2

◆ Use Structural Reading Analysis and Context Clues to Determine the Meaning of Words

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- V.1.2.1 Identify the meaning of words using the root word and known endings, such as looking, killed, and education.
- V.1.2.2 Use context (or the other words in the sentence) to determine the meaning of unknown words.

VOCABULARY—ABE 1

Standard	Sample Activities
1. Learn new vocabulary through listening and reading a wide variety of materials.	<ul style="list-style-type: none">♦ Use picture dictionaries, glossaries, word walls and simple thesauruses to look up words.♦ Create word lists for texts and discuss them prior to reading.
2. Use structural reading analysis and context clues to determine the meaning of words.	<ul style="list-style-type: none">♦ Teach root words, suffixes, and prefixes.♦ Teach direct context clues.

BEGINNING BASIC EDUCATION (ABE 2) VOCABULARY

Standard 1

◆ Learn New Vocabulary Through Listening and Reading a Wide Variety of Materials

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- V.2.1.1 Read a wide variety of materials containing new vocabulary and relate them to known words.
- V.2.1.2 Demonstrate the use of new vocabulary words after listening, reading, and discussing a variety of genres.
- V.2.1.3 Locate and read specific words in a dictionary using guide words.

BEGINNING BASIC EDUCATION (ABE 2) VOCABULARY

Standard 2

◆ Use Structural Reading Analysis and Context Clues to Determine the Meaning of Words

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

V.2.2.1 Identify meaning of words using prefixes and suffixes.

V.2.2.2 Use context to determine meanings of unknown key words.

V.2.2.3 Use context to determine meaning of synonyms, homonyms and multiple meaning words.

VOCABULARY—ABE 2

Standard	Sample Activities
1. Learn new vocabulary through listening and reading a wide variety of materials.	<ul style="list-style-type: none"> ◆ Use dictionaries, search engines, glossaries and thesauruses to look up words. ◆ Create word lists for texts and discuss them prior to reading. ◆ Use discussion groups to discuss the material read.
2. Use structural reading analysis and context clues to determine The meaning of words.	<ul style="list-style-type: none"> ◆ Teach root words, suffixes, and prefixes. ◆ Substitute an unknown word for word(s) that make sense. ◆ Teach synonyms, antonyms, and homonyms. <p style="text-align: center;"><u>Peer-Assisted Learning</u></p> <p>A class-wide peer tutoring program. Teachers partner a student with another classmate. The pair works together to address the academic needs of both students. One is the Coach and one is the Reader. As the readers read aloud, the coach listens and provides corrective feedback. The pairs are changed regularly so everyone gets a chance to be a Reader or a Coach.</p> <p style="text-align: center;"><u>Vocabulary Building</u></p> <p>Provide or write a list of six vocabulary words and include one that is a review from the previous day. (trout)</p> <p>Write six sentences on the board. Have the student find a sentence that matches for the word <u>trout</u>. Out of a list of 6 sentences, the match might be “I caught a big speckled fish in the river yesterday. Then have them match the six vocabulary words to a list of 6 definitions. Then have the student write a sentence for each of the 6 vocabulary words.</p>

LOW INTERMEDIATE BASIC EDUCATION (ABE 3) VOCABULARY

Standard 1

◆ Learn New Vocabulary Through Listening and Reading A Wide Variety of Materials

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- V.3.1.1 Use multiple resources to demonstrate the use of new vocabulary and relate them to known words.
- V.3.1.2 Demonstrate the use of new vocabulary words learned by listening, reading, and discussing a variety of genres.
- V.3.1.3 Demonstrate gradients of meanings between related words and concepts.

LOW INTERMEDIATE BASIC EDUCATION (ABE 3) VOCABULARY

Standard 2

◆ Use Structural Reading Analysis and Context Clues to Determine the Meaning of Words

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- V.3.2.1 Identify meaning of words using roots and affixes.
- V.3.2.2 Demonstrate the use of new vocabulary words, sentences, and paragraphs using context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, and clichés.
- V.3.2.3 Demonstrate the use of context to determine meanings of synonyms, antonyms, homonyms and multiple-meaning words.

VOCABULARY—ABE 3

Standard	Sample Activities
1. Learn new vocabulary words through listening and reading a wide variety of materials.	<ul style="list-style-type: none">◆ Use dictionaries, search engines, glossaries and thesauruses to look up words.◆ Create word lists for texts and discuss them prior to reading.◆ Thesaurus—Use sorting or hierarchal ordering of words.
2. Use structural reading analysis and context clues to help determine the meaning of words.	<ul style="list-style-type: none">◆ Word Wall◆ Flash cards or Tiles◆ Teach proverbs and clichés◆ Discussion groups◆ Use Venn Diagram for comparison and contrasts (see Tab 8) <p>These are aides in helping to develop a growing core of words that become part of reading and writing vocabulary words.</p> <p>http://www.educationworld.com/a_lesson/lesson/lesson328b.shtml</p>

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4) VOCABULARY

Standard 1

◆ Learn New Vocabulary Through Listening and Reading a Wide Variety of Materials

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- V.4.1.1 Use multiple resources to learn new vocabulary and relate them to known words. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary.
- V.4.1.2 Learn new vocabulary by listening, reading, and discussing a variety of genres.
- V.4.1.3 Determine gradients of meanings between related words and concepts.

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4) VOCABULARY

Standard 2

◆ Use Structural Reading Analysis and Context to Determine the Meaning of Words

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- V.4.2.1 Identify meanings of words using roots and affixes.
- V.4.2.2 Use words, sentences, and paragraphs as context clues to determine meaning of unknown key words, similes, metaphors, idioms, proverbs, and clichés.
- V.4.2.3 Use context to determine meanings of synonyms, antonyms, homonyms, and multiple-meaning words.

VOCABULARY—ABE 4

Standard	Sample Activities
<p>1. Learn new vocabulary words through listening and reading a wide variety of materials.</p>	<ul style="list-style-type: none"> ◆ Use dictionaries, search engines, glossaries and thesauruses to look up words ◆ Discussion groups ◆ Thesaurus—Use sorting or hierarchal ordering of words <p style="text-align: center;"><u>Vocabulary Building</u></p> <p>List six vocabulary words and include one that is a review from the previous day.</p> <p>(Example) Find a sentence that matches for the word <u>trout</u>. Out of a list of 6 sentences, the match would be: “I caught a big speckled fish in the river yesterday. Then have them match the six vocabulary words to a list of 6 definitions. Then have the student write a sentence for each of the 6 vocabulary words.</p>
<p>2. Use structural reading analysis and context clues to determine the meaning of words.</p>	<ul style="list-style-type: none"> ◆ Word Wall or Journal ◆ Flash cards or Tiles ◆ Discussion groups ◆ Journals ◆ Teach dictionary skills ◆ Use Venn Diagrams for comparison and contrast (see Tab 8) <p>These are aides in helping to develop a growing core of words that become part of reading and writing vocabulary words.</p> <p>http://www.educationworld.com/a_lesson/lesson/lesson328b.shtml</p>

Strand 4 Comprehension—Comprehension focuses on understanding words in print. This process requires the reader to make sense of the meaning of words as they are used in a text, remembering the general idea as well as important details, then conveying this interpretation to others. The ultimate goal of all comprehension is for the reader to make use of the knowledge or lesson learned from reading a text for personal or public gain or enjoyment. Some level of fluency is required for comprehension.

The standards are:

- 1—Identify common signs, symbols, and labels in the environment.
- 2—Follow written directions.
- 3—Understand sentence structure.
- 4—Respond to and generate a range of questions.
- 5—Recognize text features.
- 6—Interpret text meaning.
- 7—Make connections with text.

BEGINNING ABE LITERACY (ABE 1) COMPREHENSION

Standard 1

◆ Identify Common Signs, Symbols, and Labels in the Environment

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.1.1.1 Identify such symbols as numbers and number words; traffic signs and warning signs.

BEGINNING ABE LITERACY (ABE 1) COMPREHENSION

Standard 2

◆ Follow Written Directions

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.1.2.1 Follow written directions for classroom activities.

C.1.2.2 Read a map to plan a route in a local neighborhood.
Draw and label a map of a familiar area.

BEGINNING ABE LITERACY (ABE 1) COMPREHENSION

Standard 3

◆ Understand Sentence Structure

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.1.3.1 Identify a sentence.

C.1.3.2 Identify a paragraph.

C.1.3.3 Identify who is speaking.

C.1.3.4 Read direct quotations.

C.1.3.5 Recognize punctuation marks—period, apostrophe, comma, quotation mark, exclamation point, question mark.

C.1.3.6 Stop at periods when reading orally.

C.1.3.7 Raise their voice at a question mark when reading orally.

C.1.3.8 Read orally with expression.

C.1.3.9 Recognize elements of rhyme and rhythm paragraphs.

BEGINNING ABE LITERACY (ABE 1) COMPREHENSION

Standard 4

♦ Respond to and Generate a Range of Questions

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- C.1.4.1 Read silently, then answer oral factual questions.
- C.1.4.2 Read silently, then answer oral opinion questions.
- C.1.4.3 Read silently, then answer written yes/no questions or true/false questions.
- C.1.4.4 Scan a paragraph and locate the main idea.
- C.1.4.5 Scan a paragraph and locate specific detail.
- C.1.4.6 Verbally recall the main idea of a paragraph.
- C.1.4.7 Verbally recall the main idea of a story.
- C.1.4.8 Summarize/tell a story in their own words.
- C.1.4.9 Recall/tell the sequence of events.
- C.1.4.10 Verbally interpret facts and draw inferences.
- C.1.4.11 Apply main idea to everyday life.
- C.1.4.12 Fill in a cloze sentence with the appropriate word.

BEGINNING ABE LITERACY (ABE 1) COMPREHENSION

Standard 5

◆ Recognize Text Features

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.1.5.1 Use a table of contents to locate information in a text.

C.1.5.2 Identify parts of text.

BEGINNING ABE LITERACY (ABE 1) COMPREHENSION

Standard 6

◆ Interpret Text Meaning

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- C.1.6.1 Identify the main idea of the text.
- C.1.6.2 Identify characters, settings, and key events.
- C.1.6.3 Describe the beginning, middle and endings of stories.
- C.1.6.4 Draw simple logical conclusions about ideas in a text.
- C.1.6.5 Identify simple cause and effect relationships.
- C.1.6.6 Make simple inferences.
- C.1.6.7 Make predictions based on content, based on the book title, illustrations, and text.
- C.1.6.8 Evaluate simple conclusions.

BEGINNING ABE LITERACY (ABE 1) COMPREHENSION

Standard 7

◆ Make Connections with Text

Following classroom instruction, ABE 1 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.1.7.1 Connect the information and/or the event in a text with own experiences.

COMPREHENSION— ABE 1

Standard	Sample Activities
1. Identify common signs, symbols, and labels in their community.	♦ Have the student use context clues (e.g., word order) to read text (i.e., words, sentences, ideas).
2. Follow written directions.	♦ Practice following written directions. Follow simple recipe directions. Read and follow prescription instructions. Read and follow clothing care labels.
3. Understand sentence structure.	♦ Practice word parts, word families and sentence structure using a noun, verb and adjective. See: www.getworksheets.com
4. Respond to and generate a range of questions.	♦ Have the student identify reasons for reading. Identify the main idea of the text read and identify the student's prior knowledge about the topic.
5. Recognize text features.	♦ Use word relationships (e.g., common synonyms and antonyms) to read. ♦ Use knowledge of word parts (e.g., word families, base words of compound words) to read. ♦ Use context clues (e.g., word order) to read text (i.e., words, sentences, ideas). ♦ Use decoding skills (e.g., phonemic awareness, alphabetic knowledge, word recognition) to read.
6. Interpret text meaning.	♦ Retelling. Read a passage to the student and have them re-tell the passage back explaining and interpreting in their own words.
7. Make connections with text.	♦ Have the student connect new information with prior knowledge to address the reading purpose. Have the student write and respond to questions from what was read and how it relates to something they know or are familiar with.

BEGINNING BASIC EDUCATION (ABE 2) COMPREHENSION

Standard 1

♦ Identify Common Signs, Symbols and Labels in the Community

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.2.1.1 Read orally with expression.

C.2.1.2 Verbally explain what a menu is, read menu items and prices orally.

C.2.1.3 Verbally explain the use of a check and check register. Write a personal check and verbally identify and locate the parts of a check: the account holder's name, the Bank name, the check number, the name of the party receiving the money, the numerical amount, the amount written in words, the memo, the signature line, the account number, and the date field.

http://www.talentassessment.com/downloads/documents/money_manager/mm_sp.pdf

C.2.1.4 Verbally explain the information on a bill (e.g., amount to be paid, time period, services rendered and late fees, etc.)

C.2.1.5 Identify personal information asked for on a job application and patient history form.

C.2.1.6. Read of common signs and symbols and road maps.

BEGINNING BASIC EDUCATION (ABE 2) COMPREHENSION

Standard 2

♦ Follow Written Directions

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.2.2.1 Follow written multi-step directions for classroom activities.

C.2.2.2 Read a map to plan out a route in a local neighborhood.

C.2.2.3. Draw and label a map of a familiar area.

BEGINNING BASIC EDUCATION (ABE 2) COMPREHENSION

Standard 3

◆ Understand Sentence Structure

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.2.3.1 Identify a sentence.

C.2.3.2 Identify a paragraph.

C.2.3.3 Identify who is speaking in an article or story.

C.2.3.4 Read direct quotations.

C.2.3.5 Recognize punctuation marks—period, apostrophe, comma, quotation mark, exclamation point, question mark.

C.2.3.6 “Stop” at periods when reading orally.

C.2.3.7 Raise their voice at a question mark when reading orally.

C.2.3.8 Read orally with expression.

C.2.3.9 Recognize elements of rhyme and rhythm paragraphs.

BEGINNING BASIC EDUCATION (ABE 2) COMPREHENSION

Standard 4

♦ Respond to and Generate a Range of Questions

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- C.2.4.1 Read an article or passage silently, then answer oral factual questions.
- C.2.4.2 Read an article or passage silently, then answer oral opinion questions.
- C.2.4.3 Recall /tell sequence of events after reading an article or book.
- C.2.4.4 Scan an article or book to locate the main idea.
- C.2.4.5 Repeat the main idea of a paragraph.
- C.2.4.6 Repeat the main idea of a story.
- C.2.4.7 Read an article or book and interpret facts and draw inferences.
- C.2.4.8 Fill in a cloze sentence with the appropriate word.
- C.2.4.9 Read an article or book and summarize the main idea and supporting details.

BEGINNING BASIC EDUCATION (ABE 2) COMPREHENSION

Standard 5

◆ Recognize Text Features

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.2.5.1 Use a table of contents, indices, and appendices to locate information in a text.

C.2.5.2 Identify parts of text.

BEGINNING BASIC EDUCATION (ABE 2) COMPREHENSION

Standard 6

◆ Interpret Text Meaning

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- C.2.6.1 Identify the main idea, summarize the main idea, and read factual material to obtain information.
- C.2.6.2 Scan the story to find specific information and recall important facts or details.
- C.2.6.3 Read dialogue and identify speakers.
- C.2.6.4 Identify characters in a story,
- C.2.6.5. Interpret the feeling of the characters in a story.
- C.2.6.6. Interpret facts and draw inferences of a story.
- C.2.6.7 Recognize cause and effect in a story.
- C.2.6.8. Predict outcomes in a story.
- C.2.6.9 Recall sequence of events in a story.
- C.2.6.10 Distinguish between fact and fiction in a story.
- C.2.6.11 Interpret the mood of a story, identify the story setting.
- C.2.6.12 Explain the author's purpose from main idea and relevant facts.
- C.2.6.13 Identify the theme (e.g., moral lesson, meaning, message, view or comment on life) and point of view of text/author.
- C.2.6.14 Explain how an author's life, culture, and time are reflected in the work.
- C.2.6.15 Recognize figurative language in a story.

BEGINNING BASIC EDUCATION (ABE 2) COMPREHENSION

Standard 7

◆ Make Connections with Text

Following classroom instruction, ABE 2 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.2.7.1 Relate a story to their own experience, knowledge, and values.

C.2.7.2 Identify the underlying theme or message and relate them to prior experiences or experiences of others.

COMPREHENSION—ABE 2

Standard	Sample Activities
1. Identify common signs, symbols and labels in the community.	♦ Have students identify symbols, boldfaced words, pictures, titles and /or sub-headings on graphs, charts, maps,
2. Follow written directions.	♦ Practice following multiple-step written directions. Have students review previously read text and mark three important ideas or events with sticky notes.
3. Understand sentence structure.	♦ Have students point to word parts (nouns, verb etc) or diagram sentences to demonstrate word parts, word families and sentence structure.
4. Respond to and generate a range of questions.	♦ Have students verbally state what the focus or purpose is for wanting to read a selected book or text. (e.g. to be informed, to be entertained, to practice skills)
5. Recognize text features.	♦ Have students use word relationships (e.g., synonyms, antonyms) to read. Use knowledge of word parts (e.g. , word families) to read. Use context clues (e.g. , word order) to read text (i.e., words, sentences, ideas).
6. Interpret text meaning.	♦ Retelling– Have students read an article and then tell about the article in their own words. ♦ When lack of understanding occurs, have students Use” fix-up” strategies (e.g., look back or read on, identify word errors, alter reading rate) . ♦ Have students draw conclusions about the ideas in the text they have read (e.g., true or false).
7. Make connections with text.	♦ Have students connect new information with prior knowledge to identify how the new information adds to their knowledge of the subject. ♦ Draw inference to any prior knowledge the student may have about the topic they are reading.

LOW INTERMEDIATE BASIC EDUCATION (ABE 3) COMPREHENSION

Standard 1

♦ Identify Common Signs, Symbols and Labels in the Community

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.3.1.1 Draw a map with symbols, signs and determine distances.

C.3.1.2. Read a job description and complete the application following the written directions.

C.3.1.3 Read a newspaper or news item.

C.3.1.4 Find items from a store directory.

C.3.1.5 Read a bus schedule and correctly identify the arrival time at certain destinations according to the bus schedule timetable.

C.3.1.6 Read an airline timetable and correctly identify the departure and arrival times for certain destinations..

C.3.1.7 Apply reading skills to interpret functional and informative text.

LOW INTERMEDIATE BASIC EDUCATION (ABE 3) COMPREHENSION

Standard 2

♦ Follow Written Directions

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.3.2.1 Follow written multi-step directions for classroom activities.

C.3.2.2 Follow directions to map-out a route in a local neighborhood.

LOW INTERMEDIATE BASIC EDUCATION (ABE 3) COMPREHENSION

Standard 3

◆ Understand Sentence Structure

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- C.3.3.1 Identify a sentence in a written text.
- C.3.3.2 Identify a paragraph in a written text.
- C.3.3.3 Identify who is speaking in a written text.
- C.3.3.4 Identify direct quotations in a written text.
- C.3.3.5 Identify punctuation marks, period, apostrophe, comma, quotation mark, exclamation point, question mark in a written text.
- C.3.3.6 “Stop” at periods when reading text.
- C.3.3.7 Raise voice at a question mark when reading text.
- C.3.3.8 Read orally with expression when reading text.
- C.3.3.9 Describe the elements of rhyme and rhythm paragraphs.
- C.3.3.10 Describe word parts: (word families, prefixes, suffixes, root/base words, compounds, contractions, abbreviations, symbols, acronyms).

LOW INTERMEDIATE BASIC EDUCATION (ABE 3) COMPREHENSION

Standard 4

♦ Respond to and Generate a Range of Questions

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- C.3.4.1 Read silently, then answer oral factual questions.
- C.3.4.2 Read silently, then answer oral opinion questions.
- C.3.4.3 Recall /tell the sequence of events in a text.
- C.3.4.4 Scan text to locate the main idea.
- C.3.4.5 Orally repeat the main idea of a paragraph.
- C.3.4.6 Orally repeat the main idea of a story.
- C.3.4.7 Summarize/tell a story in their own words.
- C.3.4.8 Interpret facts and draw inferences from a text.
- C.3.4.9 Apply the main idea of a text to their everyday life.
- C.3.4.10 Fill in a cloze sentence with the appropriate word.
- C.3.4.11 Read a book and summarize the main idea and supporting details in chronological, spatial, or logical order.

LOW INTERMEDIATE BASIC EDUCATION (ABE 3) COMPREHENSION

Standard 5

◆ Recognize Text features

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.3.5.1 Use a table of contents to locate information in a text.

C.3.5.2 Identify parts of text.

LOW INTERMEDIATE BASIC EDUCATION (ABE 3) COMPREHENSION

Standard 6

◆ Interpret Text Meaning

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.3.6.1 Identify the main idea of the text.

C.3.6.2 Identify all characters, settings, and key events from a story.

C.3.6.3 Verbally describe the beginning, middle and ending of a story that is read.

C.3.6.4 Draw simple logical conclusions about ideas in a text.

C.3.6.5 Identify simple cause and effect relationships in a story or text.

C.3.6.6 Make simple inferences about events, setting, mood, plot, characters in a story.

C.3.6.7 Make predictions based on content of a book, the books title, the books illustrations, and/or the books jacket information.

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LOW INTERMEDIATE BASIC EDUCATION (ABE 3) COMPREHENSION

Standard 7

◆ Make Connections with Text

Following classroom instruction, ABE 3 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.3.7.1 Verbally express how the information and events in a certain text or book connect with their own experiences.

COMPREHENSION—ABE 3

Standard	Sample Activities
1. Identify common signs, symbols and labels in the community	Have students identify symbols, boldfaced words, pictures, titles and /or sub-headings on graphs, charts, maps.
2. Follow written directions	♦ Practice following multiple-step written directions. Have students review previously read text and mark three important ideas or events with sticky notes.
3. Understand sentence structure	♦ Have students point to word parts (nouns, verb etc) or diagram sentences to demonstrate word parts, word families and sentence structure.
4. Respond to and generate a range of questions	♦ Have students verbally state what the focus or purpose is for wanting to read a selected book or text. (e.g. to be informed, to be entertained, to practice skills) . .
5. Recognize text features	♦ Have students use word relationships (e.g., synonyms, antonyms) to read. Use knowledge of word parts (e.g. , word families) to read. Use context clues (e.g. , word order) to read text (i.e., words, sentences, ideas).
6. Interpret text meaning	♦ Retelling– Have students read an article and then tell about the article in their own words. ♦ When lack of understanding occurs, have students Use” fix-up” strategies (e.g., look back or read on, identify word errors, alter reading rate) . ♦ Have students draw conclusions about the ideas in the text they have read. (e.g., true or false).
7. Make connections with text	♦ Have students connect new information with prior knowledge to identify how the new information adds to their knowledge of the subject. ♦ Have the student draw inference to any prior knowledge they may have about the topic they are reading.

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4) COMPREHENSION

Standard 1

◆ Identify Common Signs, Symbols, and Labels in the Environment

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- C.4.1.1 Draw a map with symbols, signs and determine distances.
- C.4.1.2. Read a job description and complete the application following the written directions.
- C.4.1.3 Read a newspaper or news item.
- C.4.1.4 Find items from a store directory.
- C.4.1.5 Read a bus schedule and correctly identify the arrival time at certain destinations according to the bus schedule timetable.
- C.4.1.6 Read an airline timetable and correctly identify the departure and arrival times for certain destinations..
- C.4.1.7 Apply reading skills to interpret functional and informative text.

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4) COMPREHENSION

Standard 2

◆ Follow Written Directions

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.4.2.1 Follow written multi-step directions for classroom activities.

C.4.2.2 Follow directions given to map out a route in a local neighborhood.

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4) COMPREHENSION

Standard 3

◆ Understand Sentence Structure

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

- C.4.3.1 Identify a sentence in a written text.
- C.4.3.2 Identify a paragraph in a written text.
- C.4.3.3 Identify who is speaking in a written text.
- C.4.3.4 Identify direct quotations in a written text.
- C.4.3.5 Identify punctuation marks, period, apostrophe, comma, quotation mark, exclamation point, question mark in a written text.
- C.4.3.6 Stop at periods when reading text.
- C.4.3.7 Raise voice at a question mark when reading text.
- C.4.3.8 Read orally with expression when reading text.
- C.4.3.9 Describe the elements of rhyme and rhythm paragraphs.
- C.4.3.10 Describe word parts: (word families, prefixes, suffixes, root/base words, compounds, contractions, abbreviations, symbols, acronyms).

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4) COMPREHENSION

Standard 4

♦ Respond to and Generate a Range of Questions

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.4.4.1 Read silently, then answer oral factual questions.

C.4.4.2 Read silently, then answer oral opinion questions.

C.4.4.3 Recall /tell the sequence of events in a text.

C.4.4.4 Scan text to locate the main idea.

C.4.4.5 Orally repeat the main idea of a paragraph.

C.4.4.6 Orally repeat the main idea of a story.

C.4.4.7 Summarize/tell a story in their own words.

C.4.4.8 Interpret facts and draw inferences from a text.

C.4.4.9 Apply the main idea of a text to their everyday life.

C.4.4.10 Fill in a cloze sentence with the appropriate word.

C.4.4.11 Read a book, and summarize the main idea and supporting details in chronological, spatial, or logical order.

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4) COMPREHENSION

Standard 5

◆ Recognize Text Features

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.3.5.1 Use a table of contents to locate information in a text.

C.3.5.2 Identify parts of text.

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4) COMPREHENSION

Standard 6

♦ Interpret Text Meaning

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.4.6.1. Read carefully for new information not previously identified.

C.4.6.2 Scan a previously read text to locate a specific detail.

C.4.6.3 Skim a previously read text to determine the main ideas.

C.4.6.4. Paraphrase and summarize what was read.

C.4.6.5 Draw conclusions based on details in the text

C.4.6.6 Read orally with expression.

C.4.6.7 Identify the critical details and author's point of view in the material read and relate them to other real life or related topics.

HIGH INTERMEDIATE BASIC EDUCATION (ABE 4) COMPREHENSION

Standard 7

◆ Make Connections with Text

Following classroom instruction, ABE 4 students will be able to demonstrate mastery of the following benchmarks:

Students will be able to:

C.4.7.1 Connect information and events in text with their own experiences.

COMPREHENSION—ABE 4

Standard	Sample Activities
1. Identify common signs, symbols and labels in the community.	♦ Have students identify symbols, boldfaced words, pictures, titles and /or sub-headings on graphs, charts, maps
2. Follow written directions.	♦ Practice following multiple-step written directions. Have students review previously read text and mark three important ideas or events with sticky notes.
3. Understand sentence structure.	♦ Have students point to word parts (nouns, verb etc) or diagram sentences to demonstrate word parts, word families and sentence structure.
4. Respond to and generate a range of questions.	♦ Have students verbally answer what the focus or purpose is for wanting to read a selected book or text. (e.g. to be informed, to be entertained, to practice skills) .
5. Recognize text features.	♦ Have students use word relationships (e.g., synonyms, antonyms) to read. Use knowledge of word parts (e.g. , word families) to read. Use context clues (e.g. , word order) to read text (i.e., words, sentences, ideas).
6. Interpret text meaning.	♦ Retelling– Have students read an article and then tell about the article in their own words. ♦ When lack of understanding occurs, have students Use” fix-up” strategies (e.g., look back or read on, identify word errors, alter reading rate) . ♦ Have students draw conclusions about the ideas in the text they have read. (e.g., true or false).
7. Make connections with text.	♦ Have students connect new information with prior knowledge to identify how the new information adds to their knowledge of the subject. ♦ Draw inference to any prior knowledge the student may have about the topic they are reading. ♦ Listen to the reader for variance and reading with expression.

Name: _____

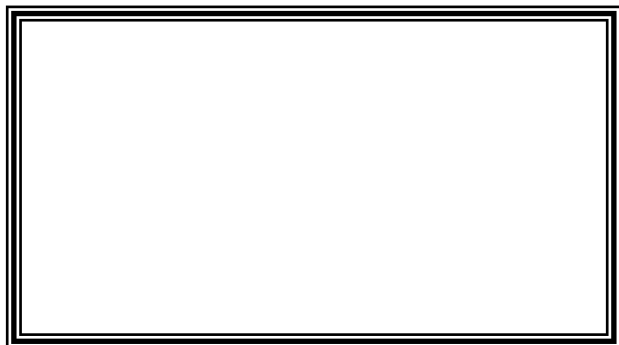
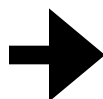
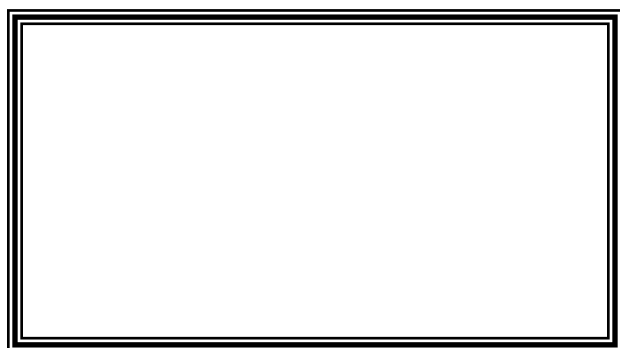
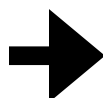
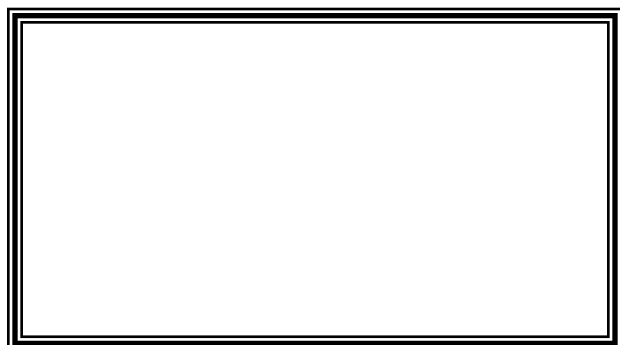
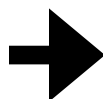
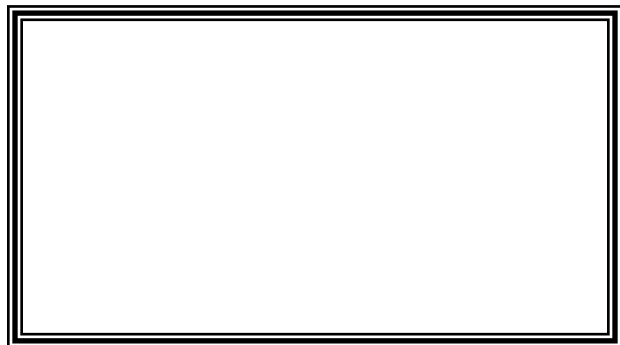
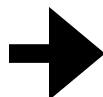
Date: _____

Cause and Effect

Directions: Identify the causes and effect of events in the story.

Cause

Effect

A large rectangular box with a double-line border, intended for writing the cause of an event.A large rectangular box with a single-line border, intended for writing the effect of an event.A large rectangular box with a double-line border, intended for writing the cause of an event.A large rectangular box with a single-line border, intended for writing the effect of an event.A large rectangular box with a double-line border, intended for writing the cause of an event.A large rectangular box with a single-line border, intended for writing the effect of an event.A large rectangular box with a double-line border, intended for writing the cause of an event.A large rectangular box with a single-line border, intended for writing the effect of an event.

Name: _____

Date: _____

Characterization

Use this chart to learn about the main character. List a specific example for each of the five areas. Explain what the example taught you about the character.

Characteristics	Example	What this example taught you about the character.
Speech		
Appearance		
Private Thoughts		
How do other character feel about and react to him/her?		
Actions		

Name: _____

Date: _____

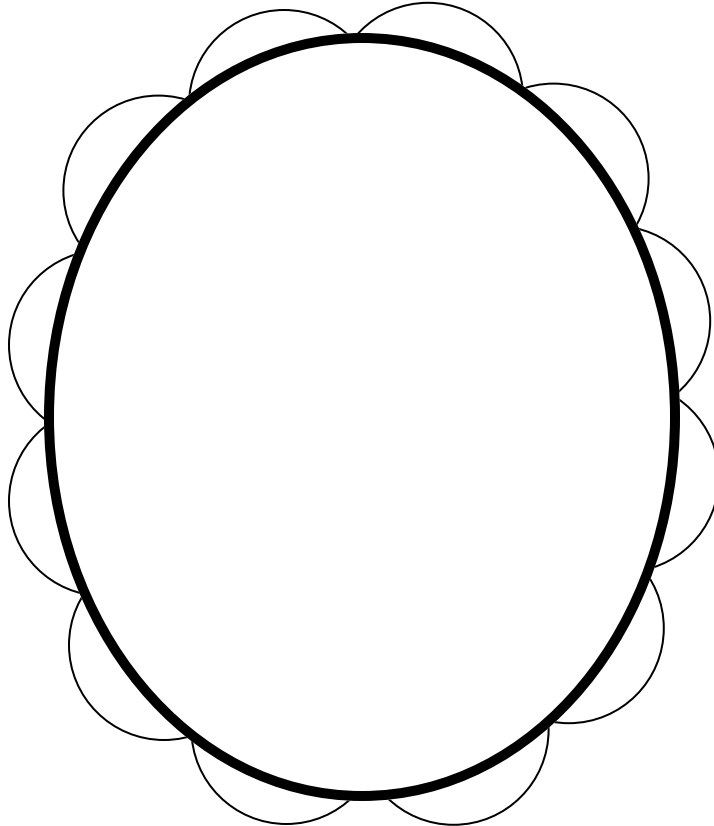
Personal Character Study

Other people think that I...

What I really like is...

One day I will...

I really dislike...



Self-Portrait

I like people who...

My favorite thing to do is...

Name: _____

Date: _____

Cornell Note Taker

Topic:

Main Points

Evidence and Detail

Name: _____

Date: _____

Column Venn Diagram

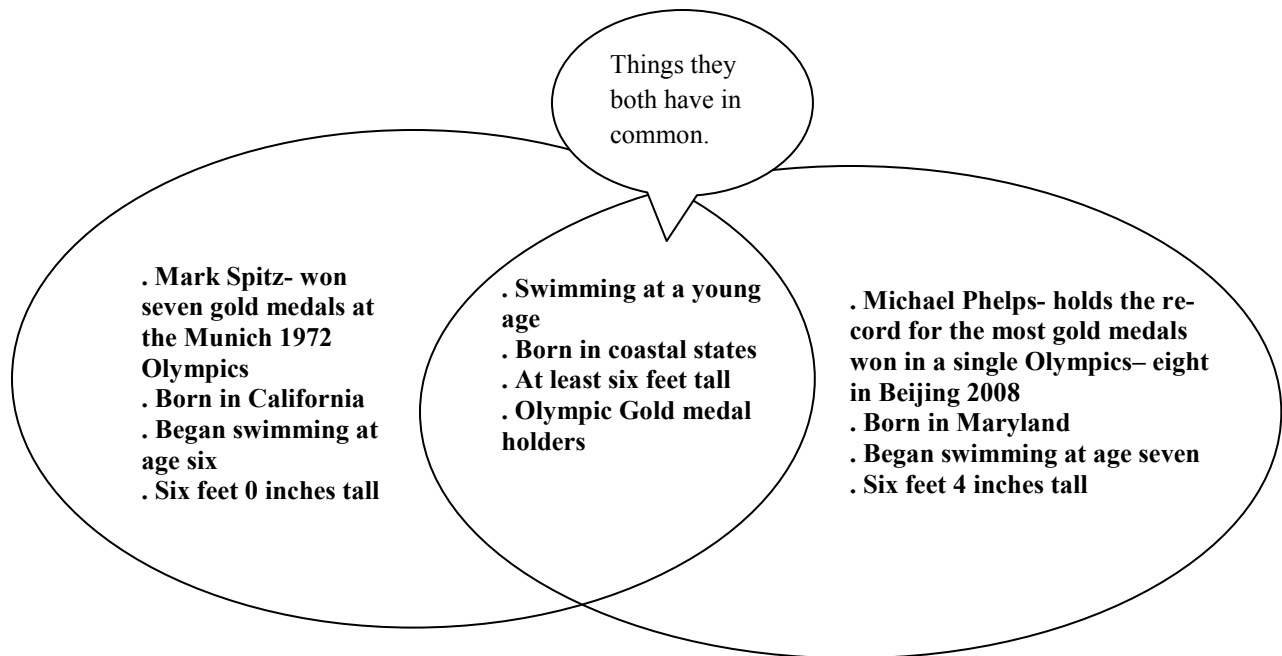
Directions: In the two outer columns list the characteristics of two issues. In the middle column (shaded) list their shared characteristics.

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Venn Diagrams

Venn diagrams help students understand ‘comparison’ and ‘contrast’ and make ‘connections’ after reading.

A Venn diagram can be columnar or connecting circles. Below is an example from reading about two Olympic swimmers who competed in different years. Both received gold medals and both had similar characteristics (center area).



1. Have students share and discuss.
2. Have students expand on and brainstorm ideas

Name: _____

Date: _____

Dialectical Journal

Directions: Write quotes from the book in the left column. List the page number.
In the right column, explain why you choose this quote.

Book Title: _____

Author: _____

Quotation	Page	Why you choose this quote

Definitions

DEFINITIONS

Affixes

Affixes are word parts that are "fixed to" either the beginnings of words (prefixes) or the endings of words (suffixes). The word *disrespectful* has two affixes, a prefix (dis-) and a suffix (-ful).

Accuracy

Accuracy is the ability to recognize words correctly.

Alphabetic principle

The alphabetic principle is the basic idea that written language is a code in which letters represent the sounds in spoken words.

Automaticity

Automaticity is a general term that refers to any skilled and complex behavior that can be performed rather easily with little attention, effort, or conscious awareness. These skills become automatic after extended periods of training. With practice and good instruction, students become automatic at word recognition, that is, retrieving words from memory, and are able to focus attention on constructing meaning from the text, rather than decoding.

Base words

Base words are words from which many other words are formed. For example, many words can be formed from the base word *migrate*: *migration*, *migrant*, *immigration*, *immigrant*, *migrating*, *migratory*.

Comprehension strategies

Comprehension strategies are techniques to teach reading comprehension, including summarization, prediction, and inferring word meanings from context.

Comprehension strategy instruction

Comprehensive strategy instruction is the explicit teaching of techniques that are particularly effective for comprehending text. The steps of explicit instruction include direct explanation, teacher modeling ("think aloud"), guided practice, and application. Some strategies include *direct explanation* (the teacher explains to students why the strategy helps comprehension and when to apply the strategy), *modeling* (the teacher models, or demonstrates, how to apply the strategy, usually by "thinking aloud" while reading the text that the students are using), *guided practice* (the teacher guides and assists students as they learn how and when to apply the strategy) and *application* (the teacher helps students practice the strategy until they can apply it independently).

Context clues

Context clues are sources of information outside of words that readers may use to predict the identities and meanings of unknown words. Context clues may be drawn from the immediate sentence containing the word, from text already read, from pictures accompanying the text, or from definitions, restatements, examples, or descriptions in the text.

Decoding

Decoding is the ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences. It is also the act of deciphering a new word by sounding it out.

Direct vocabulary learning

Direct vocabulary learning is when students learn vocabulary through explicit instruction in both the meanings of individual words and word-learning strategies. Direct vocabulary instruction aids reading comprehension.

Fluency

Fluency is the ability to read a text accurately, quickly, and with proper expression and comprehension. Because fluent readers do not have to concentrate on decoding words, they can focus their attention on what the text means.

Grapheme

A grapheme is a letter or letter combination that spells a single phoneme. In English, a grapheme may be one, two, three, or four letters, such as *e*, *ei*, *igh*, or *eigh*.

Metacognition

Metacognition is the process of "thinking about thinking." For example, good readers use metacognition before reading when they clarify their purpose for reading and preview the text.

Morpheme

A morpheme is the smallest meaningful unit of language. A morpheme can be one syllable (*book*) or more than one syllable (*seventeen*). It can be a whole word or a part of a word such as a prefix or suffix. For example, the word *ungrateful* contains three morphemes: *un*, *grate*, and *ful*.

Multiple intelligences

The theory of multiple intelligences suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, it proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist.

Phoneme

Phonemes are the smallest units of sound that change the meanings of spoken words. For example, if you change the first phoneme in *bat* from /b/ to /p/, the word *bat* changes to *pat*. English has about 41-44 phonemes. A few words, such as *a* or *oh*, have only one phoneme. Most words have more than one phoneme. The word *if* has two phonemes /i/ and /f/.

- **Phoneme addition**

In this activity, children make a new word by adding a phoneme to an existing word. (Teacher: What word do you have if you add /s/ to the beginning of *park*? Children: *spark*.)

- **Phoneme blending**

In this activity, children learn to listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word. (Teacher: What word is /b/ /i/ /g/? Children: /b/ /i/ /g/ is *big*.)

- **Phoneme categorization**

In this activity, children recognize the word in a set of three or four words that has the "odd" sound. (Teacher: Which word doesn't belong? *bun*, *bus*, *rug*. Children: *Rug* does not belong. It doesn't begin with a /b/.)

- **Phoneme deletion**

In this activity, children learn to recognize the word that remains when a phoneme is removed from another word. (Teacher: What is *smile* without the /s/? Children: *Smile* without the /s/ is *mile*.)

- **Phoneme identity**

In this activity, children learn to recognize the same sounds in different words. (Teacher: What sound is the same in *fix*, *fall*, and *fun*? Children: The first sound, /f/, is the same.)

- **Phoneme isolation**

In this activity, children learn to recognize and identify individual sounds in a word. (Teacher: What is the first sound in *van*? Children: The first sound in *van* is /v/.)

- **Phoneme segmentation**

In this activity, children break a word into its separate sounds, saying each sound as they tap out or count it. (Teacher: How many sounds are in *grab*? Children: /g/ /r/ /a/ /b/. Four sounds.)

- **Phoneme substitution**

In this activity, children substitute one phoneme for another to make a new word. (Teacher: The word is *bug*. Change /g/ to /n/. What's the new word? Children: *bun*.)

Phonemic awareness

Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words. An example of how beginning readers show us they have phonemic awareness is combining or blending the separate sounds of a word to say the word ("/c/ /a/ /t/ - *cat*.")

Phonics

Phonics is a form of instruction to cultivate the understanding and use of the alphabetic principle, that there is a predictable relationship between phonemes (the sounds in spoken language) and graphemes, the letters that represent those sounds in written language and that this information can be used to read or decode words.

Print awareness/basic print concepts

Print awareness is basic knowledge about print and how it is typically organized on a page. For example, print conveys meaning, print is read left to right, and words are separated by spaces.

Syllable

A syllable is a word part that contains a vowel or, in spoken language, a vowel sound (*e-vent*, *news-pa-per*).

Text comprehension

Text comprehension is the reason for reading: understanding what is read, with readers reading actively (engaging in the complex process of making sense from text) and with purpose (for learning, understanding, or enjoyment).

Vocabulary

Vocabulary refers to the words a reader knows. *Listening vocabulary* refers to the words a person knows when hearing them in oral speech. *Speaking vocabulary* refers to the words we use when we speak. *Reading vocabulary* refers to the words a person knows when seeing them in print. *Writing vocabulary* refers to the words we use in writing.

Word attack

Word attack is an aspect of reading instruction that includes intentional strategies for learning to decode, sight read, and recognize written words.

Word parts

Word parts include affixes (prefixes and suffixes), base words, and word roots.

Word roots

Word roots are words from other languages that are the origin of many English words. About 60 percent of all English words have Latin or Greek origins.

Reading Glossary – Reading Rockets

NRS Levels—Side-by-side

Utah ABE READING STANDARDS					
NRS Education Levels—Side-by-Side Reading Standards					
NRS Literacy Level	Basic Reading and Writing NRS	Decoding	Vocabulary	Fluency	Comprehension
ABE 1 Beginning ABE Literacy Test Benchmark TABE (9-10) scale scores (grade level 0-1.9): <u>Reading:</u> 367 and below <u>Total Math:</u> 313 and below <u>Language:</u> 389 and below	The individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, The individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent rereading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks) and contains frequent errors in spelling.	These individuals have little or no ability to read basic signs or maps and can provide limited personal information on simple forms. They can handle routine entry-level jobs that require little or no basic written communication computational skills and no knowledge of computers or other technology.	Learn and use vocabulary to increase understanding read fluently. Learn a variety of (grade level) words. Word lists	Read all numerals and alphabet in random order with automaticity Read the Dolch lists 1, 2, and 3 and/or top 100 words with automaticity. Read 1st grade level text with appropriate speed, accuracy and expression.	Identifies common signs, symbols, and labels in the environment. Follows simple written directions. Understands sentence structure. Questioning. Text features. Interprets text meaning. Makes connections with text.

Utah ABE READING STANDARDS

NRS Education Levels—Side-by-Side Reading Standards

NRS Literacy Level	Basic Reading and Writing NRS	Decoding	Vocabulary	Fluency	Comprehension
ABE 2 Beginning Basic Education Test Benchmark TABE (9-10) scale scores (grade level 2-3.9): <u>Reading:</u> 368-460 <u>Total Math:</u> 314-441 <u>Language:</u> 390-490	The individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods,, capitalization).	They can read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is a minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry-level jobs that require minimal literacy skills. Can recognize very short, explicit pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery), and can read want ads and complete simple job applications.	Individuals can use vocabulary to increase understanding read fluently. Individuals can use 3rd grade words. See word lists	The individual can read all Dolch lists and the 300 most frequently used word lists with automaticity. Read 3rd grade level text with appropriate speed, accuracy and expression.	The individual understands practical everyday materials The individual uses questioning when reading. The individual can read and comprehends text and text features..

Utah ABE READING STANDARDS

NRS Education Levels—Side-by-Side Reading Standards

NRS Literacy Level	Basic Reading and Writing NRS	Decoding	Vocabulary	Fluency	Comprehension
ABE 3 Low Intermediate Basic Education Test Benchmark TABE (9-10) scale scores (grade level 4-5.9): <u>Reading:</u> 461-517 <u>Total Math:</u> 442-505 <u>Language:</u> 491-523	<p>The individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling punctuation errors.</p>	<p>The individual can orally pronounce multi-syllable words. The individual can segment multi-syllable words into syllables. The individual can orally produce at least one sound for each consonant letter of the alphabet.</p> <p>The individual can identify, pronounce and spell words containing silent consonants. The individual can identify and blend letter sounds to pronounce words. The individual can identify grade level contractions and compound words. The individual can demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in isolation and in text (e.g., ee, ae, ei, e). The individual can use knowledge of root words and prefixes (e.g., re, un, mis) and suffixes (eg., s, es, ed, ing, est, ly) to decode words.</p>	<p>The individual can use new vocabulary learned by listening, reading, and discussing a variety of genres. The individual can properly use a variety of grade level words (e.g., words from literature, social studies, science, math). The individual uses multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, thesauruses). The individual can determine gradients of meanings between related words and concepts (e.g., colonization: exploration, migrate, settlement).</p>	<p>The individual can read grade level text at a rate of approximately 120-150 wpm. The individual can read grade level text with an accuracy rate of 96-100%. The individual can read grade level text in meaningful phrases using intonation, expression, and punctuation cues. The individual can read grade level words with automaticity.</p>	<p>The individual can identify the purpose for reading. The individual can identify the author's purpose. The individual can relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world.) The individual can generate questions about text (e.g., factual, inferential, evaluative). The individual can make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge. The individual can make inferences and draw conclusions from text. The individual can identify theme/topic/main idea from text; not details.</p>

ABE READING STANDARDS

Education Levels—Side-by-Side Reading Standards

Proficiency Level	Basic Reading and Writing NRS	Decoding	Vocabulary	Fluency	Comprehension
<p>Intermediate</p> <p>Benchmark</p> <p>(9-10) scale</p> <p>Level 6-8.9):</p> <p>g: 6 ath: 5 ge: 9</p>	<p>The individual is able to read simple descriptions and narratives on familiar subject or from which new vocabulary can be determined by context and can make some minimal inference about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but make grammatical errors with complex structures.</p>	<p>The individual has mastered and maintained the ABE 3 Decoding level.</p>	<p>The individual knows the meaning and proper use of a variety of grade level words from literature, social studies, science and math.</p>	<p>The individual can read seventh grade level text with phrasing, appropriate expression and attention to punctuation at a rate of approximately 120-150 words per minute with 95-100% accuracy. The individual can read grade level text in meaningful phrases using intonation, expression, and punctuation cues. The individual can read grade level words with automaticity.</p>	<p>The individual can summarize and organize information. They can identify characters, sequence of events. They can contrast elements of different genres: tales, poems, fiction, fantasy, folk tales, tall tales, biographies, fiction, science myths, and legends. The individual can identify information in text, headings, subheadings, charts, captions, table of contents and glossaries.</p>

Bibliography

1. **Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (ASCD)** by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock
This is a great nuts and bolts practical guide to putting research into practice for all teachers.
2. **The Fluent Reader, Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension** by Timothy V. Rasinski
This is a great book with practical ideas for building fluency and giving you teaching strategies to help with early readers.
3. **Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12** by Cris Tovani
This is a practical and realistic book. It is a very easy read, and is only 120 pages total. It provides a lot of practical suggestions that can help every teacher be a reading teacher regardless of subject area. Tovani's writing is simple, easy to follow, and straightforward. Best of all she is still a classroom teacher and not some out-of-touch researcher. Even if you already know a lot about comprehension, this book will probably give you a few new things to think about, and it can easily be read in one weekend.
4. **I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers** by Cris Tovani
“As a high school special education teacher, this book speaks volumes to me!!! It is a revelation to see that special education teachers aren't the only ones facing the problems of kids who "read it, but don't get it." This book was recommended to me by a Title I Reading Specialist and I will be forever grateful. As a special ed teacher, I had received a lot of training in decoding instruction but not much in the way of teaching comprehension. As Cris Tovani said in her book, it is often erroneously expected that if they can at least read the words they'll understand them. I have found that this error perpetuates, and was at a loss for how to teach my downtrodden teenagers to understand. This book has given me so many useful strategies and after changing the way I read just one story, I have seen a difference in the level of comprehension and participation in my class of students with learning disabilities. I'm glad that Cris Tovani doesn't offer any ready-made lessons or materials in this book. If she had, I may not have read the rest of the book and would have missed out on the wisdom contained in its pages. I have recommended this book to several of my colleagues and am hoping that this trend catches on. By all means, if you need help learning to teach kids how to learn from text this is the book for you!”
5. **Strategies That Work: Teaching Comprehension for Understanding and Engagement** by Stephanie Harvey (Author), Anne Goudvis (Author)
“After 20+ years in regular classroom and special education teaching, this is a book that brings new strategies to expand the thinking of the teacher and the students. I love to read and want to have my students both comprehend and think at a deep level and love to read. My current teaching assignment is a 4th/5th grade classroom. This book has 40 strategy lessons for understanding texts that can be adapted to hundreds of books and expand your teaching. There is an extensive, user friendly, list of favorite books for introducing and guiding practice in a given strategy. This is especially helpful to teachers from 2nd to 8th grade including Science, Social Studies or Language Arts teachers at middle school level. There are ways to use short text to better comprehend text in social studies, science and other content areas. There are examples of student work, illustrations, scripts of conversations, selection of response options for students to demonstrate their use of strategies, and mini lessons that are adaptable to many books and resources that you currently use but could teach in a more proficient way. This book joins a short collection of my favorites-Brian Cambourne's book on retelling, Lucy Calkin's Art of Teaching Writing, Mosaic of Thought, and a book on classroom community.
6. **Reading Don't Fix No Chevys": Literacy in the Lives of Young Men** by Michael W. Smith
7. **Concept-Oriented Reading Instruction: Engaging Classrooms, Lifelong Learners** by Emily Anderson Swan
8. **Bringing Words to Life: Robust Vocabulary Instruction** by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan (Paperback)

This is THE book for vocabulary instruction. This is for ABE levels of reading. She gives you lots of questioning techniques and ways to get more out of vocabulary instruction.

9. Making Sense of Phonics: The Hows and Whys (Solving Problems In Teaching Of Literacy) by Isabel L. Beck (Paperback)

This book is for teachers of the ABE 1 and 2 levels of reading. If you aren't a reading teacher, this will help in the nuts and bolts of teaching phonics.

10. Mosaic of Thought: Teaching Comprehension in a Reader's Workshop by Susan Zimmermann and Ellin Oliver Keene(Paperback)

This book has lots of lessons and ways to incorporate thinking aloud and comprehension strategies into the classroom.

11. Supporting Struggling Readers and Writers: Strategies for Classroom Intervention, 3-6 by Dorothy S. Strickland, Kathy Ganske, and Joanne K. Monroe (Paperback)

Tips for teaching in a reading classroom.